

**Workforce Development Agency
Education and Career Success
Office of Adult Education**

CONTINUATION GRANT ANNOUNCEMENT

**Adult Education and Family Literacy Funds from Title II of the Federal Workforce
Investment Act of 1998***

PROGRAM GUIDANCE AND INSTRUCTIONS FOR GENERAL INSTRUCTION,
INSTITUTIONAL & EL CIVICS FUNDING
FOR A ONE-YEAR PERIOD
STARTING **JULY 1, 2015** THROUGH **JUNE 20, 2016**
OF A TWO YEAR GRANT CYCLE FOR 2014-2016

Effective Date	Application Deadline
July 1, 2015	Due no later than June 30, 2015
THE "EFFECTIVE DATE" IS THE BEGINNING DATE ON WHICH EXPENDITURES CAN BE CHARGED TO THE FEDERAL GRANT.	

IMPORTANT INFORMATION FOR 2015-16

***Effective July 1, 2015, Workforce Innovation and Opportunity Act of 2014 funding goes into effect. However, program year 2015-16 is dedicated for sub recipients to submit a transitional plan for the full implementation of WIOA, beginning July 1, 2016. Therefore, 2015-2016 (transitional year) is the last year for the implementation of Workforce Investment Act (WIA) activities.**

Certain transitional activities are required of all local providers (sub recipients) to prepare for the full implementation of the Workforce Innovation and Opportunity Act (WIOA) on July 1, 2016.

There are five fields with additional questions in the Grant Application Narrative that require applicants to address specific transitional activities in 2015-16. Please be sure to fully address these questions relating to transitional activities for 2015-16.

Below are the definitions of the new activities that are required under WIOA as of July 1, 2016.

INTEGRATED EDUCATION AND TRAINING.—The term “integrated education and training” means a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION.—The term “integrated English literacy and civics education” means education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries, that enables such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training.

WORKFORCE PREPARATION ACTIVITIES.— The term “workforce preparation activities” means activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment.

The four Core Partners in WIOA are:

1. Title I-Adult, Dislocated Workers and Youth Services
2. Title II-Adult Education and Family Literacy Act
3. Title III-Wagner- Peyser Employment Services
4. Title IV-Vocational Rehabilitation Employment Services

This announcement contains nine sections:

Section I	Requirements and Expectations
Section II	Applicant Eligibility Requirements
Section III	Program Design
Section IV	Performance Management
Section V	Funding Information
Section VI	Financial Management Requirements
Section VII	Application Preparation
Section VIII	Budget Requirements
Section IX	Application Review

The Workforce Development Agency (WDA), Office of Adult Education is pleased to announce the grant application to receive federal funding to support adult and literacy programs. This is a one-year grant of a two year grant cycle (2014-2016) to conduct adult education programs of instruction and will be awarded on July 1, 2015. This program is supported through the Adult Education and Family Literacy Act Title II of the Workforce Investment Act of 1998.

This grant application process reflects a new and different approach to planning and managing local adult education and family literacy programs in Michigan. This new approach, as outlined throughout this document, is designed to meet the tremendous need in our state with an innovative and unified state strategy for adult education.

All grant recipients with a Michigan Education Information System (MEIS) account must complete the grant application on-line in the Michigan Education Grants System (MEGS+) and electronic applications must be submitted by **11:59 pm on June 30, 2015**.

Questions regarding this application should be directed to the Office of Adult Education at (517) 373-8800.

Late applications will not be ACCEPTED and will not be considered for review.

One copy of the completed application must be sent directly to each of the applicant's partners by the same deadlines indicated above for applications to be submitted to the Workforce Development Agency, Office of Adult Education.

AVAILABILITY OF APPLICATION

The grant application will be released after April 30, 2015. The WDA will provide information about the availability of funds and the method of applying for these funds through announcements on the WDA and the State of Michigan websites, press releases, notification of professional organizations, and other relevant state programs.

The grant guidance and instructions, general information, and the application will be posted on the Workforce Development Agency website at:
<http://www.michigan.gov/wda>.

The WDA is committed to providing equal access to all persons in admission to, or operation of its programs or services. Individuals with disabilities needing accommodations for effective participation in this grant program are invited to contact The WDA, Office of Adult Education, for assistance.

Section I – Requirements and Expectations

This application is designed to meet federal requirements in the Workforce Investment Act (WIA) Title II Adult Education and Family Literacy Act (AEFLA) program funds from the United States Department of Education (USDOE).

The WDA's State Plan, approved by the USDOE, addresses Michigan's overall adult education goals and strategies, including to encourage coordination of local service delivery among multiple, different programs. These federal funds are one component of Michigan's multiple efforts to provide effective adult education and family literacy services which include: Adult Basic Education (ABE), GED Preparation, High School Completion (HSC), and English as a Second Language (ESL), Family Literacy, Workplace Literacy, and English Literacy Civics (EL Civics). Michigan's adult education delivery system will include several organizations such as state agencies, school districts, community colleges, universities, correctional institutions, literacy organizations, or community groups. These organizations may operate collaboratively or in consortiums to deliver services.

This grant application is a continuation of a two-year grant cycle of Michigan's new adult learning strategy. This strategy seeks to better meet the needs of the one in three Michigan adults who lack the basic skills and credentials required to obtain family sustaining jobs and contribute to the state's economy by changing how the act of learning is defined; making it more clear and efficient for adults to move toward their long-term goals; making learning accessible; making learning relevant; and making learning attractive.

GRANT PURPOSE

The purpose of the WIA Title II AEFLA funding is to create partnerships among the federal government, states, and local agencies to provide, on a voluntary basis, adult education and family literacy services, in order to:

- 1) Assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency;
- 2) Assist adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children; and

- 3) Assist adults in the completion of a secondary school education.

The mission of WDA is: To promote and ensure Michigan's future through education, job training, innovation, and collaborative partnerships in service and protection of our customer needs. Adult education and family literacy is a leading initiative to implement the following career development system components:

- 1) Strong grounding in the core subjects reading, writing, mathematics, science and social studies; and
- 2) Ongoing evaluation of participants' success in moving on to meaningful employment or post-secondary education.

Goal 1: To assure the quality and accountability of Michigan's adult education and family literacy programs and to increase retention of participants and completion of their goals.

- Objective 1: Implement methods to facilitate valid measurement of learning attained by participants.
- Objective 2: Provide program design options to meet the needs of unique population of adult learners.

Goal 2: To assure funds are targeted to areas of the state with the greatest need.

- Objective 1: To optimize the use of current resources available to support adult education and family literacy.
- Objective 2: Require all local adult education and family literacy programs to gather demographic and outcome data in order to assess participation rates and learning success among different groups.

ALLOWABLE COSTS

Under WIA Title II AEFLA, CFR PART 34 EDGAR and 2 CFR Uniform Administrative Requirements, all costs must be allowable, allocable, necessary and reasonable, and legal under state and local law. Salary and benefit costs of instructors, classroom aides, tutors, counselors, and staff supporting the instruction of participants in the adult education program, space rental, utilities, janitorial, security services, childcare, and transportation services directly attributable to the adult education program. Classroom supplies, materials, software, small equipment, textbooks, assessments, and food/beverages at meetings whose primary purpose is to conduct and/or coordinate training on adult education, and disseminate information on federal and state requirements for the adult education program. Advertising costs that relate directly to the recruitment of participants in the adult education program. Mailing/copying costs directly related to the adult education program and in-service training put on for adult education providers and support staff.

UNALLOWABLE COSTS

Any costs that are general in nature, and cannot be directly attributed to the programs being offered for adult education participants.

An Indirect Cost (cost that cannot be directly attributable to a program) is not allowed.

WIA Title II AEFLA funds cannot be used to support the costs of the GED Examiner, GED tests, and any other costs associated with this activity.

No funds may be used to support regular state funded K-12 students or K-12 alternative students. Vocational and technical education courses taken by adult participants to fulfill the local requirements for high school completion are allowable.

ADMINISTRATIVE COSTS

Section 233(a) of WIA Title II AEFLA states that not less than 95% of the funding received by a local applicant shall be expended for carrying out adult education and family literacy activities and the remaining amount, not to exceed 5%, shall be used for planning, administration, personnel development, and interagency coordination. The Act also provides for the "Special Rule" that in cases where the cost limits described above are too restrictive to allow for adequate planning, administration, personnel development, and interagency coordination, *the local applicant will need to negotiate with the Office of Adult Education in order to determine an adequate level of funds to be used for non-instructional purposes.*

It is the intent of the Office of Adult Education for recipients of this grant to use the 5% administrative funding allowed to cover the direct administration, coordination, planning, personnel development, and supervision of the program.

Purchase of Equipment

The purchase of equipment not specifically listed in the approved budget, must have prior written approval of the Grant Administrator. Equipment is defined as tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the non-Federal entity for financial statement purposes, or \$5,000. Such equipment shall be retained by the Grantee unless otherwise specified at the time of approval. None of the funds expended under this act will be used to acquire equipment, including computer software, in any instance in which such acquisitions results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

USE OF GRANT FUNDS FOR PROFESSIONAL DEVELOPMENT

Grantees are allowed to use all or part of the 5% administrative cost for professional development. Exceptions for funding professional development above the 5% must have a written justification request. Large programs with the need for above average staff participation or very small programs where 5% of the administrative cost cannot meet their training needs may request an exception to this maximum funding requirement. A narrative description of the need and a detailed expenditure account should be included in the request. All or part of the request may be granted or denied.

SERVICES TO BE PROVIDED

WIA Title II AEFLA requires that applicants receiving a grant under this “Act” **must establish or operate one or more** programs that provide services or instruction in one or more of the following categories:

1) Adult education and family literacy services, including workplace literacy services.

The term "adult education" is defined as **services or instruction below the postsecondary level for individuals:**

- i) who have attained 16 years of age;
- ii) who are not enrolled or required to be enrolled in secondary school under State law; and
- iii) who
 - (1) lack sufficient mastery of basic educational skills to enable the individuals to function effectively in society;
 - (2) do not have a secondary school diploma or its recognized equivalent and have not achieved an equivalent level of education; or
 - (3) are unable to speak, read, or write the English language.

The term “**literacy**” is defined as the ability to read, write, and speak in English, compute, and solve problems at levels of proficiency necessary to function on the job, in the family of the individual, and in society.

The term “**workplace literacy services**” is defined as literacy services that are offered for the purpose of improving the productivity of the workforce through the improvement of literacy skills.

2) Family Literacy Services

The term “**family literacy services**” is defined as services that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family and that integrate ALL of the following activities:

- i) Interactive literacy activities between parents and their children;
- ii) Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children;
- iii) Parent literacy training that leads to economic self-sufficiency; and

- iv) An age-appropriate education to prepare children for success in school and life experiences.

Michigan regulations require that funds used under this category must be used for the education of the parents in the Family Literacy Program that are placed in appropriate educational functioning level determined by the assessment tests and reported in MAERS.

3) English Literacy Programs

Definition from WIA Title II AEFLA: The term "**English literacy program**" is defined as a program of instruction designed to help individuals of limited English proficiency achieve competence in the English Language.

4) Institutional (State Correctional) Programs

Grants under this priority may be awarded only for educational programs for criminal offenders in correctional institutions. Correctional facilities operated by the Michigan Department of Corrections for adults and by the Michigan Department of Human Services (DHS) for youth will be invited to participate. County jail facilities may continue to be served by local providers of adult education programs under this institutional funding category. Types of institutions may include prison, reformatory, work farm, jail, detention center, halfway house, boot camp or similar institutions designed for the confinement or rehabilitation of criminal offenders. Assistance provided under the WIA Title II AEFLA to carry out a program for criminal offenders in a correctional institution shall give priority to serving individuals who are likely to leave the correctional institution within 5 years of participation in the program. A separate budget summary and detail must be submitted for Institutional funding.

5) EL Civics Grant

The EL Civics grant program was established to support projects that demonstrate effective practices in providing and increasing access to programs and services that integrate English literacy and civics education. The focus of Michigan's EL Civics program is to find innovative and effective ways to combine the teaching of English as a Second Language (ESL) and civics education. A separate budget summary and detail must be submitted for EL Civics funding.

Section II - Applicant Eligibility Requirements

Eligible applicants for a WIA Title II AEFLA grant are:

- A local educational agency;
- A community-based organization of demonstrated effectiveness;
- A volunteer literacy organization of demonstrated effectiveness;

- An institution of higher education;
- A public or private nonprofit agency;
- A library;
- A public housing authority;
- A nonprofit institution that is not described in any of these subparagraphs and has the ability to provide literacy services to adults and families; and
- A consortium of the agencies, organizations, institutions, libraries, or authorities described in any of the items listed above.

Consortia

An adult education consortium is a group of organizations, each of which conducts adult education programs and instructs adult participants, which are jointly applying for funding under this solicitation with a unified management structure and a single fiscal agent. All fiscal agents for a consortium must list all consortium members on the Consortium Agreements Form with the signature of the person authorized to approve fiscal agreements with other agencies. A consortium should be formed only with other agencies that conduct an adult education program and instruct adult participants. The consortium must have an identified fiscal agent that receives and is responsible for the federal funding received from The Workforce Development Agency. The fiscal agency for the consortium should detail the duties, roles and responsibilities of each party, specifically in regard to approving financial expenditures, performance reporting, participant assessments, and other state and federal requirements. The application should be collaboratively planned to ensure all consortium members are aware of the regulations and responsibilities of the federal funding.

Regional Partnerships

State policy strongly encourages the formation of regional partnerships that align multiple resources to provide comprehensive services to learners. At a minimum, such partnerships should include adult education partners, postsecondary education and workforce development agencies. Other valuable partners may include:

- Literacy Councils
- Libraries
- Employers
- Community-based Organizations
- Faith-based Organizations
- Job Training Programs (integrated with occupational training)
- Regional Economic Development Representatives
- Proprietary Schools
- Local Offices of State Government (e.g., DHS, MRS, CMH, Corrections)
- Local Foundations/United Way

While the scope, content, and organization of activities may vary from region to region, priority is given to those applicants with strong collaborative partnerships as defined above that have effective strategies to deal with diverse populations, including low

income participants, individuals with disabilities, single parents and displaced homemakers, and individuals with multiple barriers to educational enhancement. Also, individuals without a high school diploma, individuals with limited English proficiency, and inmates in correctional institutions are target groups for Michigan adult education and family literacy services.

Contractors

An adult education fiscal agent may contract with another program to provide services. For example, a school district may contract with a literacy council to provide tutor instruction to low level readers in the district's program. In these cases the participants are not entered into MAERS by the contracting agency as participants of that agency but instead belong to the fiscal agency and are entered into the MAERS under the log-on of the fiscal agency. Actual contracts with terms and conditions should be in place. Contractors must be listed in the application.

(See rules pertaining to suspension and debarment in the Assurances and Certifications.)

Section III – Program Design

PROGRAM OF ENROLLMENT

Eligible service providers may provide services in the following categories: ABE, GED Preparation, HSC, ESL, Family Literacy, Workplace Literacy, and Institutional (State Correctional) Programs.

WIA Title II AEFLA directs that services should be provided that ***“...assist adults to become literate and obtain knowledge and skills necessary for employment and self-sufficiency.”*** Subsequent to this provision of WIA, programs need to provide services that meet the needs of their participants as determined by the participant's assessment test at entry. If a participant's assessment shows they are functioning below the 9th grade level in all assessed areas, then ABE services need to be provided. If a participant's assessment shows they are functioning at the 9th grade or above in all assessed areas then they need to be in a GED or HSC program. ESL students would receive English language instruction appropriate for their assessed level.

Successful applicants are expected to monitor performance outcome information and adjust program content and design to continuously improve achievement.

TRANSFORMATION OF ADULT LEARNING

Michigan has recently established a new adult learning strategy that seeks to better meet the needs of the one in three Michigan adults who lack the basic skills and credentials required to obtain family sustaining jobs and contribute to the state's economy. Applicants are strongly encouraged to consider the following objectives for this new strategy when designing a comprehensive approach to basic skills development and subsequently the application narrative:

- **Changing how the act of learning is defined** to include a focus on the importance of lifelong learning.
- **Making it more clear and efficient for adults to move toward their long-term goals.** Services have to be offered in pathways that make it clearer and more efficient for learners to identify their goals with the help of trained advisors and navigate pathways toward achieving their goals.
- **Making learning accessible.** Services have to be accessible to adults by using convenient locations and flexible scheduling that fits with the lives of adults, starting programs frequently so adults do not have to wait for long periods to start programs they need to be able to make transitions in their lives, and generally reducing barriers that impede adults' access to the services they need.
- **Making learning relevant.** Programs have to be made relevant to learners' lives and goals by incorporating work and life activities, skills, and materials into the development of even the most basic skills.
- **Making learning attractive to adults seeking links between learning and labor market outcomes.** Connections to employment have to be clear. Employers must be connected to programs so they are advising on curriculum, providing work experience opportunities, and ultimately hiring those learners who complete programs.

In support of these objectives, applicants are strongly encouraged to demonstrate fundamental incorporation of the following guiding principles in their overall strategy and service delivery approach.

- **Collaboration** Uniting core competencies and capacities of various stakeholders to achieve a common vision of success for adult learners and employers.
- **Accountability** Promoting shared responsibility for common outcomes across the adult learning infrastructure, investing in the infrastructure to collect data on program performance, and using data to inform decisions about future policies and programs.
- **Responsiveness** Recognizing that earning a high-school diploma is no longer sufficient for adult learners and employers and promoting postsecondary education as the new standard for adult learners and offering services for these learners that support and move them along clear and accessible pathways toward their goals.
- **Agility** Rapidly responding to the diverse needs of learners, employers, and communities with innovative programs that equip Michigan to be successful in emerging markets.
- **Contextualization** Developing learners' basic skills in the context of practical applications in the real world and occupational skills so they quickly grasp the relevance of learning and remain engaged in programs until they earn needed credentials.

- **Entrepreneurism** Employing innovative thinking and approaches in program delivery that increase the range of customers served by programs and foster learners' entrepreneurial thinking.
- **Alignment** Developing articulation agreements and standardized pathways among institutions to ensure adult learners can participate in lifelong learning knowing that their efforts will be recognized across various institutions, and strategically aligning funding to support a comprehensive adult learning strategy.

ASSESSMENTS

Each participant upon entering an adult education program must be placed accurately into appropriate program and instructional level. A participant's educational functioning level is determined by a standardized assessment at intake (pre-test) and a standardized assessment at the end of the instructional period (post-test).

The assessments used must be those recommended by the USDOE and approved by the WDA. TABE 9-10, CASAS, TABE CLAS-E and GAIN are the current WDA approved assessments.

All adult education participants, including those enrolled in GED and HSC programs must be pre-tested and post-tested using WDA approved assessment tests. The resulting **scale** scores, when entered into MAERS, will determine the beginning and ending EFLs and educational gain as defined by NRS. Assessing a participant's educational strengths and weaknesses at the beginning, in process, and end of their courses is considered good educational practice and is recommended to determine a participant's educational needs.

ADULT LEARNING PLAN (ALP)

All recipients of adult education funds (federal and/or state) are required to maintain WDA developed Adult Learning Plan (ALP) for all adult education participants. The ALP is designed to document information that tracks participant's progress towards his/her goals and enhances the academic performance and economic success of the adult education participant.

The ALP must be completed on a program year basis, and should be initiated at intake. The program staff and the adult education participant working together should complete, sign and date the ALP.

Refer to the Adult Learning Plan format and Technical Assistance Paper on the Office of Adult Education website: www.michigan.gov/wda.

STATEWIDE PROFESSIONAL DEVELOPMENT ACTIVITIES

The purpose of the statewide professional development funding is to support and encourage the participation of new and experienced adult education teachers,

administrators and other relevant staff members in a series of sustained and intensive high quality statewide professional development initiatives. These activities are designed to provide participants with the professional skills and tools to help all adult participants meet challenging standards of performance as measured by the negotiated performance benchmarks with USDOE and reported in MAERS, as well as enhance the overall program quality of adult education programs. As representatives of a system of believers in continuous learning, adult educators must model that belief and be prepared to meet the high educational expectations of the learners, their community, the state and the nation. As a means of assisting programs in meeting these educational challenges, the Office of Adult Education has sought experts in the field of adult education to train and guide Michigan's adult educators in new and innovative educational practices that have been shown through best practice and research to accelerate learning and meet the educational needs of adult learners.

Professional development funding is being allocated out of the federal State Leadership Funds to make these opportunities available to all State School Aid Section 107 and WIA Title II AEFLA funded programs.

Section IV – Performance Management

PERFORMANCE MEASURES

WIA Title II AEFLA requires the establishment of a comprehensive performance accountability system. This system is comprised of the federal and state accountability requirements reported in MAERS. At the end of the program year, WDA will review the grantee's performance based on participant progress and the effectiveness of the program in achieving continuous improvement in order to optimize the return on investment of federal and state funds in adult education and family literacy activities.

The performance measures for all of Michigan's federal and state funded adult education and family literacy programs have been negotiated between WDA and USDOE. Upon entry into the adult education program, a participant's educational functioning level is determined by a standardized assessment at intake (pre-test) and a standardized assessment at the end of the instructional period (post-test).

The EFL gains and the Cohort for Follow-Up Measures are determined by standardized assessments and WDA follow up process/survey appropriate to the participant's NRS designated cohort. The assessments used must be those approved by the USDOE and WDA.

APPLICANT'S PERFORMANCE MEASURES

Applicants must consider the quality of their programs, staff capacity and general performance of participants to ensure that their programs will meet state projected performance percentages. The state has negotiated the 2015-2016 performance

measures with USDOE and if approved, all applicants are expected to meet or exceed the negotiated measures.

Based on the negotiated performance measures with USDOE, applicants are expected to meet or exceed the performance measures and report all participants' performance data electronically in MAERS. Training and technical assistance will be provided through WDA on using MAERS, WDA approved assessment tests, data entry policy and use of the ALP.

The 2015-2016 USDOE approved target levels of performance for Michigan are as follows:

State Performance Measures for Michigan	
Performance Measures	2015-2016
Beginning ABE Literacy	44%
Beginning Adult Basic Education	42%
Low Intermediate Adult Basic Education	37%
High Intermediate Adult Basic Education	31%
Low Adult Secondary Education	34%
High Adult Secondary Education	NA
ESL Beginning Literacy	57%
ESL Low Beginning	65%
ESL High Beginning	60%
ESL Low Intermediate	47%
ESL High Intermediate	44%
ESL Advanced	20%
High School Diploma & GED	78%
Entered Employment	44%
Retained Employment	88%
Placement in Postsecondary Education or Training	28%

DATA ENTRY REQUIREMENT

The data entry requirement is part of the comprehensive performance accountability system. The WDA requires the entry of information on every adult education participant into a centralized electronic database. A participant is any individual that registers for services and attends one or more instructional hours. All federal and state funded adult education and family literacy programs must enter participant data into MAERS, which was developed to meet the USDOE data requirements specified in the National Reporting System (NRS) Implementation Guidelines. The WDA must complete and file a report with USDOE every year using MAERS data to fulfill NRS reporting requirements.

Per USDOE requirements, data MUST be entered into MAERS monthly, at a minimum, including Class Functions, Registration, Assessments (pre and post-tests), Class Enrollment(s), Program Exits, and Follow-Up data.

Daily attendance for every participant enrolled in an adult education class must be tracked and entered into MAERS monthly, at a minimum, no later than the last day of the subsequent month. Programs must ensure that the data entered into MAERS is accurate and complete.

All Follow Up activity MUST be entered into MAERS, according to NRS requirements.

The Educational Cohorts of Obtain a GED, Obtain a High School Diploma and Enroll in Postsecondary Education or Training must be entered by October 25th following the program year. The Employment Cohorts of Obtain Employment and Retain Employment must be entered by the last-day of the month following the contact quarter.

Additional information regarding MAERS is available in the MAERS section of the Office of Adult Education website at: <http://www.michigan.gov/wda>. The official MAERS website for entering and retrieving data is <http://services.michworks.org>. This website requires prior authorization with an assigned username and password that can be obtained by contacting the Office of Adult Education.

LOCAL PROGRAM IMPROVEMENT PLANS

At the end of the program year, grantees must analyze their performance data and evaluate their level of performance against the negotiated performance levels for the state. In each area where the local program falls below the state negotiated benchmarks, improvement plans must be submitted. Continuous improvement is the desired outcome for all levels, even those programs that exceed the state benchmarks. In addition, grantees are expected to monitor performance outcome information and adjust program content and design to continuously improve achievement and performance.

PROGRAM MONITORING AND COMPLIANCE

If your program is awarded grant funding, you are responsible for managing the day to day operations of the grant and supported activities to assure that your program is in compliance with federal and state requirements. The Office of Adult Education will monitor programs to ensure compliance.

Section V – Funding Information

FUNDING FOR PROGRAM PERIOD - JULY 1, 2015 THROUGH JUNE 30, 2016

Successful applicants will qualify for a one-year grant cycle for 2015-2016. Funding for continuation applicants is determined based on the successful completion of the Federal Annual Year-End Report, full participation in MAERS and WDA reporting needs, the successful completion of this application for 2015-2016, participation in all WDA

required functions, and meeting all financial and budgetary requirements for state and federal funding.

A separate budget summary and budget detail is required for each fiscal year. Changes in program plans, budgets, or funding requirements over the one-year period that are determined necessary by WDA may be requested. The WDA will consider the applicant's total performance the previous year when reviewing this grant application.

Section VI – Financial Management Requirements

FEDERAL FINANCIAL MANAGEMENT AND GRANT ADMINISTRATION REQUIREMENTS

As with all federal grant programs, it is the responsibility of all programs funded by the WIA Title II AEFLA to ensure appropriate stewardship of federal funds entrusted to them. Under WIA Title II AEFLA and the Uniform Guidance regulations, all programs must maintain financial management systems that provide accurate, complete, and current disclosure of the revenues and expenditures supporting adult education and family literacy program. To meet this requirement, the agency program must have adequate accounting practices and procedures, internal controls, audit trails, and cost allocation procedures.

A grant recipient that has **sub-recipients/out-going transfers** is required in accordance with the Uniform Guidance to do the following with regard to its sub-recipients: (1) identify the federal award and funding source; (2) advise sub-recipients of all requirements imposed on them; (3) monitor sub-recipient activities and compliance; (4) ensure that sub-recipients have single audits when required (for all programs that expend more than \$750,000 in total federal funds regardless of federal source); (5) issue decisions and ensure follow-up on audit findings in a timely way; (6) where necessary, adjust its own records and financial statements based on audits; and (7) require sub-recipients to permit access by the pass-through entity and auditors to records and financial statements as necessary for the pass through entity to comply with the Uniform Guidance.

Grant recipients are responsible for managing the day-to-day operations of the grant and supported activities of sub-recipients to assure that all funding requirements of this award are in compliance with applicable federal requirements and that the grantee achieves their performance goals.

OTHER FINANCIAL REPORTING REQUIREMENTS

Non-school district recipients of this grant must forward a copy of their Single Audit report covering the grant period to WDA, Office of Adult Education **within 9 months of the close of their fiscal year.**

Program Income received as a direct result of receiving the Federal WIA Title II AEFLA grant must only be used to provide services to adult participants and must be reported at the end of the program year. Expenditures must be reported by function code on the form specified.

Grant recipients are required to request application amendments for any new activity or any change in a line item that exceeds 10% of the approved budget. Amendments must be submitted and approved in the Michigan Electronic Grants System (MEGS+) before dollars can be expended for new projects or activities. All funded activities must be within funding guidelines.

Grantees must request funds on an accrual basis at least quarterly in the MEIS system, and may not request funds that exceed their needs for 3 days cash on hand.

FINAL REPORTING REQUIREMENTS

A Final Expenditure Report (FER) must be electronically completed and submitted in the MEIS Cash Management System (CMS) within **60 days** after the grant ending August 29, 2015, reporting actual expenditures and showing all bills paid in full.

A final narrative and program summary for the prior grant year must be completed in MEGS+ no later than **November 30, 2016**. If a Tuition and Fees (program income) budget was completed in the grant application, a final Tuition and Fees budget must be completed in the final narrative report.

Section VII –APPLICATION PREPARATION

ASSURANCES AND CERTIFICATIONS

Applications must include a statement of assurance of compliance with all federal and state laws and regulations prohibiting discrimination, with all requirements and regulations of The WDA, all appropriate state and local licensing laws if applicable, and with all other state and federal requirements and regulations pertaining to these funds.

APPLICATION NARRATIVE

Outlined below are the required components of the grant narrative to be addressed and completed in MEGS+.

A. Regional Adult Education and Family Literacy Needs and Priorities

1. Describe how your agency conducted an assessment of needs in your area related to moving adults with low basic skills to postsecondary education and employment and the specific results of the needs assessment. Describe how the proposed program and activities will address the identified needs and priorities.
2. Describe how your program identifies and supports those individuals in need of adult basic education and literacy services who are low-income,

individuals with disabilities, single parents, displaced homemakers, individuals with multiple barriers to educational enhancement, and individuals with limited English proficiency or minimal literacy skills.

3. How did you determine the programs you are offering? What happens to individuals who need adult education services that are not offered by your program?
4. Indicate the process for continually assessing and addressing the future needs of participants and the community, and the applicant's working involvement with the WDB and the EAG.

B. Program Design and Transition Plan

1. Curriculum and Instruction

- a. Describe the specific program offerings (ABE, GED, ESL, HSC) implemented to serve the most in need adult education participants in your area, and how these program offerings are aligned with real opportunities for employment, postsecondary education and training.
- b. For each program offering, describe the core curriculum materials used for each program offered. Identify the measurable program goals for achieving a high-quality adult education and family literacy program and other intangible outcomes. Describe how your program enhances participant learning, reflects the community and learner needs, and incorporates socio-economic realities such as employment opportunities and postsecondary attainment.
- c. For each program offering, describe the various instructional methods used in the program, how multiple forms of service delivery modes are utilized, and how your agency determines their effectiveness. Instructional practices may include, but are not limited to, the following: phonemic awareness; system phonics; fluency and reading comprehension for literacy programs; the provision of learning in real-life contexts to ensure that an individual has the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship; and/or how the ESL curriculum is based on language acquisition principles and addresses the four language skills of speaking, listening, reading and writing.
- d. Describe how the program includes a wide variety of multi-level texts, current and contextualized reading materials, learning games, manipulative, and special materials for persons with learning and/or physical disabilities, and limited English proficiency.
- e. Describe how your agency aligns its ABE, GED and/or ESL curriculum to the state recommended content standards, design principles detailed in Section II (Program Design), and benchmarks.

2. Program Intensity, Duration, and Integrated Education and Training
 - a. Provide the program's days and hours of operation, including number of weeks in the semester or term and explain how this scheduling allows participants to achieve substantial learning gains and attain their outcome goals.
 - b. Identify the enrollment schedule for learners and the process for enrolling new learners throughout the program year.
 - c. Describe how your program's course schedule accommodates adult learners' various schedules.
 - d. Describe how your program is preparing to adopt a service approach that will provide adult education and literacy activities contextually with workforce preparation activities and training for specific in-demand occupations (Integrated Education and Training) within your Prosperity Region, starting on July 1, 2016.
3. Alignment with State Performance Objectives
 - a. Describe how your program plans to align adult education services with WIOA Core Partners within your Prosperity Region.
 - b. Describe how your program aligns exit and entry requirements so that expected learner outcomes in one program match the skills, knowledge and abilities required to enter a subsequent program.
 - c. Do you offer accelerated programs? If yes, describe how your program transitions learners to employment or postsecondary, education and training.
4. Technology
 - a. Describe how technology is used to enhance the instructional program or to deliver adult education services and provide specific examples. How are on-site learning labs or other on-site uses of technology used to increase the effectiveness and efficiency of learning? Is technology being used to meet the needs of learners who cannot participate in regular on-site coursework via distance learning approaches?
 - b. Provide information about the current practices, skills and knowledge of staff and participants in the adult education program that relate to the use of technology, including computers in the classroom.
 - c. Provide information on how student technology skill levels and needs are assessed and how the curriculum or instruction is or can be designed to address those needs.
5. Tuition/Fees (Program Income)

If applicable, describe your program's tuition/fee structure and the methodology used to determine any tuition and/or fees charged to an

eligible adult education participant, and how they are used to augment the program.

Program income is defined under Uniform Guidance 2 CFR 200.80 as “gross income earned by the grantee or sub-grantee directly generated by a grant supported activity, or earned only as a result of the grant agreement during the grant period.” Using special language in the annual grant award, OVAE has allowed states to use the “addition” option described in the Uniform Guidance so that funds so earned may be added to the grant and “used for the purposes and under the conditions of the grant agreement.” Under this language, local providers charging reasonable and necessary tuition or fees to students and employers may use that income to provide additional adult education and literacy services that it would otherwise be unable to provide. Program income from tuition and fees must be (1) governed by the terms of the agreement between the State grantee and the local subgrantee to which the State provides federal funds, (2) accounted for in program records, and (3) used only for costs allowable under AEFLA. Local providers charging fees must use the program income generated by federal adult education grant for allowable costs to the federal adult education program, expanding available resources for adult education, workplace literacy, English language acquisition and adult secondary education. OVAE’s language in the grant award requires fees established by states or local programs to be necessary and reasonable and not impose a barrier to the participation of disadvantaged persons that the program was designed to serve, and Uniform Guidance prohibits state or local programs from counting “tuition and fees collected from students toward meeting matching, cost-sharing or maintenance of effort requirements of a program.”

6. Recruitment & Retention

- a. Describe the marketing and recruitment strategies utilized to inform potential participants, referral agencies, special targeted groups and the general public of available services. Describe how the agency’s marketing and recruitment plan enables the prospective learners in identified target populations in the community to find out about the program, the learning opportunities it offers, and how to take advantage of them.
- b. Describe the retention policy and how community resources are utilized to promote continued learner participation until goal attainment.

7. Career Pathways (enter answer in the filed for #6 at the bottom)

Describe how your program will integrate adult education into a broader career pathways framework at the local level and in your Prosperity Region.

C. Staff Development

1. Describe how your agency ensures that instructors, counselors, and administrative staff are well-qualified and certified based on professional criteria.
2. Describe any pre-service training provided for new teachers and/or tutors.
3. Describe how your agency assesses the effectiveness of instructional staff.
4. Describe the professional development opportunities available to nurture, sustain, and support quality teaching and learning.
5. Describe how the information and material obtained from staff participation in training or attendance at conferences is shared with other staff and used to improve program performance. Please provide specific examples for your agency.

D. Coordination of Efforts, Collaboration, Partnerships and Shared Planning

Describe the linkages, agreements and/or coordination of activities between your adult education and family literacy program and other educational community and/or workforce support services (e.g., K-12 school districts, postsecondary institutions, workforce development agencies, literacy councils, libraries, employers, community-based organizations, faith-based organizations, job training programs (integrated with occupation training), regional economic development agencies, proprietary schools, local office of state government, local foundations/United Way).

Consider the following:

- a. Describe what experience the partnering organizations have had in delivering the proposed range of services.
 - b. Identify the governance structure for the partnership and the role of the applicant for this grant.
3. Describe how your program solicits ongoing input and feedback from your partners and students to continuously improve programming. Provide how you promote shared responsibility to collect data on program performance.
4. Identify any limitations that partnerships may have to serving participants including capacity and funding restrictions, and how these limitations are being addressed.

E. Performance, Evaluation and Shared Performance Measures

1. Adult Learning Plans (ALP)
 - a. Describe the process for using WDA approved ALP form for each participant and how adjustments to the plan will be appropriately incorporated.
2. Assessment
 - a. Participant Level:
 - i. Identify WDA approved assessment utilized for each

program of enrollment.

- ii. Describe how your program will track and monitor hours of instruction to ensure continued eligibility and testing timelines for each participant.

Note that an ABE, GED, or ESL program participant remains eligible for funding until he/she fails to show progress on two successive assessments after completing 450 hours of instruction. A HSC program participant remains eligible for funding until he/she fails to earn credit in two successive semesters or terms after completing 900 hours of instruction.

- iii. Address how you are using and sharing common learner assessments with all agency partners.
 - iv. Describe the process for placing students in the appropriate program.
- b. Program Level:
 - i. Describe how your agency evaluates your program. Provide specific data and any comparative analysis to support your findings.

3. MAERS and Shared Performance Measures

- a. Describe how your agency will ensure monthly data entry into MAERS that accurately reflects the information in the participant's file. (Note: All eligible participants enrolled must be entered into MAERS regardless of the number of instructional hours they received).
- b. Describe how your agency will use the Attendance Reports, the Follow Up Selection Report, the Missing Data Report, the Participant Active Enrollment Report, the Post Test Listing Report, the Upcoming System Exit Report and other management reports from the MAERS system to monitor your program performance and ensure timely and complete participant data entry into MAERS.

4. Follow-Up

- a. Describe the local process for identifying participants placed in an Automatic Cohort Designation for Follow-up Measures. Also describe the process for reporting all follow-up measures, which align with federal and state performance measures. Follow-up measures include Educational Cohorts: Obtain a GED; Obtain a High School Diploma and Enroll in Postsecondary Education or Training and Employment Cohorts: Obtain Employment and Retain Employment, as per federal and state follow-up requirements.
- b. Describe the process for completing and having on file a follow-up survey form for each participant.

- c. Describe the process for contacting participants within the required timelines, and completing and having on file a contact log sheet. Educational Cohorts must be contacted by October 25th following the program year. Employment Cohorts must be contacted during the contact quarter determined by program exit date.

F. Determination of Funding

How did your program determine the level of funding being requested for each funding source? The fiscal agent of a consortium must justify how each provider determined their respective level of funding being requested?

G. Institutional (Jail Programs)

What is the demography of your correctional or jail population? What barriers do you encounter in delivering instructional services to inmates? Is your program involved in Michigan Prisoners Re-entry Initiative (MPRI)? If yes, what are the benefits and/or drawbacks/pitfall?

H. EL Civics-Integrated English Literacy and Civics Education

1. Describe the needs and priorities for EL Civics education for Limited English Proficient (LEP) population identified and served by your program. Describe how your program plans to deliver EL Civics services to special population such as migrant workers, low-income immigrants, and/or refugees with minimal English language skills. Describe the extent to which the applicant is able to provide a comprehensive civics education to all ESL participants.

2. Describe what partnerships and program elements you will develop in order to

(a) prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and

(b) integrate with the local workforce development system and its functions to carry out the activities of the program under WIOA as of July 1, 2016.

Section VIII - Budget Requirements

A. Instructional/Institutional/EL Civics Budget Detail

- 1. Legal Name & Recipient Code (if applicable) correct
- 2. Represents only The Workforce Development Agency Federal Instruction/Institutional or EL Civics funds being requested

3. Total amount matches the requested amount indicated on Total Budget Summary
4. Function codes are correct
5. Administrative costs with 5% limit
6. Budget is broken out in significant detail
7. Budget items are within allowable guidelines
8. Budget items are reasonable and necessary

B. Consortium Instruction/Institutional/EL Civics Budget Detail

1. Legal Name & Recipient Code (if applicable) correct
2. Represents only the Consortium Instruction/Institutional/EL Civics funds being requested
3. Total amount matches the requested amount indicated on Total Budget Summary
4. Function codes are correct
5. Administrative costs within 5 % limit
6. Budget is broken out in significant detail
7. Budget items are within allowable guidelines
8. Budget items are reasonable and necessary

C. Tuition and Fees Budget Detail

Tuition and Fees should be reported in the WIA Core application, not split between or duplicated in the federal and state applications, as the WIA Title II AEFLA requires the state to report all local program income. The exception would be fees received for GEDTS testing costs since these must be reported in the state application not the federal application.

1. Legal Name & Recipient Code (if applicable) correct
2. Represents only the Tuition and Fees funds
3. Total amount matches the requested amount indicated on Total Budget Summary
4. Function codes are correct
5. Administrative costs within 5 % limit
6. Budget is broken out in significant detail
7. Budget items are within allowable guidelines
8. Budget items are reasonable and necessary

D. Local Share Budget Detail

Local Funds are non-federal funds. (Examples would be school district general fund monies from pupils, local millage revenues, bonds, donations, etc.) Section 107 funds should not be reported in this budget.

1. Legal Name & Recipient Code (if applicable) correct
2. Represents only the Local Share funds
3. Total amount matches the requested amount indicated on Total Budget Summary
4. Function codes are correct
5. Budget is broken out in significant detail
6. Budget items are within allowable guidelines
7. Budget items are reasonable and necessary

E. Budget Summary

1. Legal Name & Recipient Code (if applicable) correct
2. Represents the total adult education budget
3. Total amount includes and corresponds with the requested amount indicated on each budget detail page
4. Function codes are correct
5. Administrative costs within 5 % limit
6. Budget is broken out in significant detail
7. Budget items are within allowable guidelines
8. Budget items are reasonable and necessary

Section IX – Application Review

GRANT REVIEWERS

WDA, Office of Adult Education staff will be responsible for the review of the grant applications. Staff reviewing the applications have experience and expertise in adult education.

REVIEW PROCESS

All applications are to be submitted to WDA, Office of Adult Education, which will coordinate the review process. Applications will be judged based on demonstrated experience in delivering programs of similar size and scope; quality of the application based on evaluation of content, including the extent to which the key program design elements are present in the proposed approach; capacity of the partnerships to execute the proposed project; cost-effectiveness of the proposed approach; and completeness of the requested information in this application, including budgetary requirements. Applicants will be notified of WDA's funding decision.

REJECTION OF PROPOSALS

WDA will award funding based on the review of the application and WDA Director's approval. The WDA reserves the right to reject or adjust the requested funding level of any and all proposals received as a result of this announcement. Additionally, past performance on adult education and family literacy program grants will be considered when the reviewers make their recommendations to the WDA Director.